

### III. SCHEME AND STRUCTURE

#### SEMESTER - 1

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours per Week	Credits	Total Marks
I	Philosophical Foundations of Education	80	20	2	4+2+0	8	4	100
II	Perspectives in Child Development	80	20	2	4+2+0	8	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4+2+0	8	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	2+1+1	6	2	50
V	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	2+1+1	6	2	50
S1P	Practicum (Activities/ Projects/ Records)		100*	-	-	-	4	100
	<b>Total (I Semester)</b>	<b>320</b>	<b>180</b>	<b>8</b>	<b>16+8+2</b>	<b>36</b>	<b>20</b>	<b>500</b>

L=Lecture (1= One contact hour/ period);

T=Tutorial (1= Two block hours/ periods);

P=Practicum (1= Two block hours/ periods)

\*In each of the five courses dealt in this semester, there are 25 activities - Out of which 20 activities will be completed during this semester, which will be assessed for 100 marks by the concerned teacher educators and the remaining five school / society related activities will be completed by the end of second semester (During the four weeks of Internship)

See Schedule of Activities for Various Courses in page no. 77-84

## SEMESTER - 2

Course	Title	Theory (External)	Theory/Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
VI	Sociological Foundations of Education	80	20	2	4+2+0	8	4	100
VII	Learning and Teaching	80	20	2	4+2+0	8	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2+1+1	6	2	50
IX	Art Education	40	10	1	2+1+1	6	2	50
S2P	Practicum (Activities/ Projects/ Records) Completion of school & community activities specified in courses of I & II semesters	-	125*	-	-	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 - 25 Pg2 - 25	-	2+2+2+2	8	2	50
	<b>School &amp; Community Experience of 4 weeks</b> 1. Observation of 5 lessons in each pedagogy taught regular school teachers	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	2. Report on School Activities & Report on Achievement & Attendance	-	25	-	-	-	1	25
	<b>Total (II Semester)</b>	<b>240</b>	<b>310</b>	<b>16</b>	<b>16+8+2</b>	<b>36</b>	<b>22</b>	<b>550</b>

\* The 20 activities relating to four courses in this semester and five school/ society related activities carried forward to second semester from semester – I are to be assessed for 125 marks, which will be assess by the concerned teacher educators

See Schedule of Activities for Various Courses in page no. 77-84

## SEMESTER - 3

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	<b>School Internship-8 Weeks.</b> Practice Teaching of Twenty lessons for 6 <sup>th</sup> & 7 <sup>th</sup> Classes in each pedagogy subject	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
<b>Total (III Semester)</b>		<b>160</b>	<b>390</b>	-	<b>12+8+4</b>	<b>36</b>	<b>22</b>	<b>550</b>

\* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

\*\* 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

## SEMESTER - 4

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	<b>School Internship- 8Weeks Practice</b> Teaching of twenty lessons for 8 <sup>th</sup> , 9 <sup>th</sup> & 10 <sup>th</sup> classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
<b>Total (IV Semester)</b>		<b>160</b>	<b>440</b>	<b>24</b>	<b>8+10+4</b>	<b>36</b>	<b>24</b>	<b>600</b>

\* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

\*\* 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

# These 50 marks will be given by the pedagogy teacher educator and the senior subject teacher in the school independently after observing the lesson given by the student teacher. However, the student teachers should give this final lesson in the school other than where they completed their internship.

## SCHEDULE OF ACTIVITIES FOR VARIOUS COURSES

Course	Semester – I Title	Activities Suggested	College (C) / School & Society (S)	Marks	Semester
I	Philosophical Foundations of Education	1. Critically review a selected book written by Contemporary Educationalist in India.	C	5	S1
		2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report	C	5	S1
		3. Identify the different roles played by an ideal teacher in the classroom, school and community and report	C	5	S1
		4. Visit nearby schools under different managements and describe the functioning of the schools	S	5	S2
		5. List out the values which make an individual a righteous human being	C	5	S1
II	Perspectives in Child Development	1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	S	10	S1
		2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	S	5	S1
		3. Describe the salient features of Child Rights Act 2005	C	5	S1
		4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices	S	5	S1
III	ICT for Enriching Teaching and Learning	1. Use various visual aids in the classroom and report their effectiveness on learning of the students	S	5	S2
		2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	C/S	10	S1/S2
		3. Observe and analyse classroom Interaction and report the dynamics of classroom	S	5	S2
		4. Prepare a computer assisted lesson of your choice from school curriculum	C	5	S1

IV	Pedagogy of School Subject – I (Part A) Mathematics/ Biological Sciences/ Social Sciences	<b>Mathematics</b>	C	5	S1
		1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes	C	5	S1
		2. Each student has to collect and present history and contributions of one Indian or Western mathematician	C	5	S1
		3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics	C	5	S1
		4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics	C	5	S1
		5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	C	5	S1
		<b>Social Sciences:</b>	C	5	S1
		1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report	C	5	S1
		2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit	S	10	S1
		3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report	S	5	S2
		4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.			
		<b>Biological Sciences:</b>	S	5	S1
		1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.	C	5	S1
		2. Identify and write the objectives and specifications under the three domains on any topic of your choice	C	5	S1
		3. Sketch the life history and write his/her contributions of any one Biologist	C	5	S1
		4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	C	5	S1

		5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	S	5	S1
V	Pedagogy of School Subject – II (Part A) English/ Telugu/ Physical Sciences	<p><b>Physical Sciences:</b></p> <ol style="list-style-type: none"> <li>1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.</li> <li>2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report</li> <li>3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge</li> <li>4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry</li> <li>5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them</li> </ol> <p><b>English</b></p> <ol style="list-style-type: none"> <li>6. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.</li> <li>1. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.</li> <li>2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.</li> <li>3. Critically analyse the writing activities given in the text books of classes VI to X and report.</li> <li>4. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report.</li> </ol>	C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
		<p><b>Telugu</b> As mentioned at the end of the syllabus</p> <p><b>Urdu</b> As mentioned at the end of the syllabus</p>			

VI	Sociological Foundations of Education	<ol style="list-style-type: none"> <li>1. Study the cultural practices prevailing in the local community and submit a report</li> <li>2. Study the diversities existing in the community and describe the root causes for such diversities.</li> <li>3. Study the social stratification in a village/ward and prepare a report on it.</li> <li>4. Education and social mobility – Conduct a survey in a village/ward and prepare a report</li> </ol>	S	5	S2
VII	Learning and Teaching	<ol style="list-style-type: none"> <li>1. Prepare a list of study habits prevailing among students of a particular class through interaction of students</li> <li>2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation</li> <li>3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report</li> <li>4. Understanding the nature of interaction between teachers and students by Flander’s Interaction model and prepare a report</li> <li>5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances.</li> </ol>	S	5	S2
VIII	Classroom Organisation and Management	<ol style="list-style-type: none"> <li>1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.</li> <li>2. Identify a problem for action research and prepare a proposal for action research</li> <li>3. Collection of articles from newspapers relating to classroom management problems</li> <li>4. Collection of cases of indiscipline and corporal punishment from newspapers</li> <li>5. Observe a minimum of five school teachers and describe their leadership characteristics</li> </ol>	S	5	S2
			C	5	S2
			C	5	S2
			C	5	S2
			C	5	S2
			S	5	S2



IX	Art Education	<ol style="list-style-type: none"> <li>1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report</li> <li>2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan</li> <li>3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama</li> </ol>	C	5	S2
X	Pedagogy of School Subject – I (Part B) Mathematics/ Biological Sciences/ Social Sciences	<p><b>Mathematics</b></p> <ol style="list-style-type: none"> <li>1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report</li> <li>2. One case study of gifted child and slow learner with interventions suggested.</li> <li>3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.</li> <li>4. Preparing two types of assessment tests – Formative, Summative type of tests.</li> <li>5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.</li> </ol> <p><b>Social Sciences</b></p> <ol style="list-style-type: none"> <li>1. Observe a day’s proceedings in house of assembly or parliament and report</li> <li>2. Collect News paper clippings on any social issue and write a report on the issue with your comments</li> <li>3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.</li> <li>4. Observe the functioning of any local body office and report</li> <li>5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report</li> </ol> <p><b>Biological Sciences</b></p> <ol style="list-style-type: none"> <li>1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report</li> <li>2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.</li> </ol>	S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3

		<p>3. Prepare laboratory instructional cards for any two experiments of your choice.</p> <p>4. Prepare a herbarium based on a certain theme.</p> <p>5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.</p>	C/S	5	S3
			C	5	S3
XI	Pedagogy of School Subject – II (Part B) English/ Telugu/ Physical Sciences	<p><b>Physical Sciences</b></p> <p>1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry</p> <p>2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit</p> <p>3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report</p> <p>4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented</p> <p>5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report</p> <p><b>English</b></p> <p>1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment: To what extent the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical in nature?</p> <p>2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.</p> <p>3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.</p> <p>4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.</p> <p>5. Develop a question paper for classes VI to X to asses all the aspects of language learning.</p>	C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3

		<b>Telugu</b> As mentioned at the end of the syllabus			
		<b>Urdu</b> As mentioned at the end of the syllabus			
XII	Learning Assessment	1. Plan and construct an achievement test in one of the methodology subjects 2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report 3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years) 4. Administer an intelligence test on students of any class and interpret the results 5. Conduct a survey to find out occupational choices of 9 <sup>th</sup> Class students and prepare a report	C  S  C  S  S	5  5  5  5  5	S3  S3  S3  S3  S3
XIII	Understanding the Self	<b>As mentioned in the syllabus</b>			
XIV	Contemporary India and Education	1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report 2. Conduct a Survey of schools of different quality in different milieu and make a presentation 3. A critical review of school textbooks based on socio-cultural and economic exclusion 4. Conduct a survey on street children / orphan children and make a presentation 5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	S  S  C  S  S	5  5  5  5  5	S3  S3  S3  S3  S3
XV	Gender, School and Society	1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report 2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers. 3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your	S  S  C	5  5  5	S3  S3  S3

		mandal and report			
		4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)	S	5	S3
		5. Text Book Analysis and gender equity – A report.	C	5	S3
XVI	Inclusive Education	1. Prepare case studies of two differently abled children (with different disabilities)	S	5	S4
		2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers	S	5	S4
		3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report	S	5	S4
		4. Visit any one NGO offering vocational training for special children and prepare a report	S	5	S4
		5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged	S	5	S4
XVII	Environment Education	1. Make a survey of your area and document all the environmental problems found along with photographs	S	5	S4
		2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.	S	10	S4
		3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5 <sup>th</sup> June) and report	S	5	S4
		4. Conduct elocution and essay writing competitions for students on environmental issues and report	S	5	S4

Note: However, the teacher educators may create additional activities to provide practical experience in other theoretical aspects not covered by the activities mentioned above without disturbing the evaluation scheme.

#### IV. CURRICULUM TRANSACTION

The group of experts who participated in the development of curriculum for Two Year B.Ed Programme felt that the following points are to be kept in mind to realize the objective of preparing quality Teachers to serve in school system with all required employable skills.

1. The primary aspect of this curriculum is mostly interactive in nature. The Student-teachers, Teacher Educators, (College Faculty), the Head of the Institution (Principal of the College) should work in tandem with proper interpersonal relationship. Mere lecturing does not help to transact the new curriculum. The teacher Educators have to create various innovative activities where in the student- teachers develop appropriate skills required for their effective teaching by performing different activities. Half of the time in the College of Education is to be used for instruction and the remaining half of the time is to be allocated to attend individual and group projects and activities, library including E-Library activities to inculcate the habit of self learning. Yoga and physical Education activities are to be regularly organized and evaluated under continuous and comprehensive evaluation (CCE). Apart from the above, internal assessment tests are to be conducted. Thus throughout the semester the process of Student – teachers’ participation in all the activities – cognitive related (Knowledge) conative / affective related (wisdom) and psychomotor related (performance) are to be assessed.
2. Out of two years of the programme duration, the student-teachers will be in the field (Schools and community) for 20 weeks i.e. for about 5 months. In a professional teacher preparation programme, field experience in school has to be a vital component as it provides a platform to integrate theory learnt to a real situation. The field experience intends to expand the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During school visit, student teachers interact with the teachers, students, administrators and community including parents and try to understand the issues problems faced, which helps in their process of becoming a teacher. They are also exposed to multicultural context of our society, which has a strong influence on the school environment and its functioning. The practice teaching in real classroom

situations, student teachers are provided with opportunities to participate and organize various programmes which help to develop positive attitude, interest in teaching, abilities and appreciate teaching as a profession. The Teacher Educator should monitor the activities regularly assigned to the student-teachers. These activities are also to be evaluated by the Teacher Educators. To fulfil all these and to realise the objectives of 2 Year B.Ed Programme the first and the foremost pre-requisite condition is that both the faculty and student- teachers should be regular and punctual throughout the course duration of the programme.

3. It is also necessary to get the support from the State department of School Education to allow student –teachers to participate in all functional activities of the school, from assembly prayer to the long bell in the evening. If the school conducts remedial teaching classes for backward (academically) children after the school hours, the student teachers should associate in such activities too. In a word, the student teacher should feel that this period is apprentice ship for getting confidence in conducting all kinds of functional activities of the school under the guidance of the Head of the Institute, Subject-teachers (guide teachers) and teacher educators. In this regard the State Council of higher Education, will take appropriate action to see that the State Department of School Education issues appropriate orders to all the District Educational Officers in the State that no school should object the student-teachers to participate in school functional activities during their internship.
4. As the Head of the School (HM's) and Guide Teachers (School Teachers) are also involved in assessing the performance of student-teachers along with teacher educators (college teachers). Further, there should be complete harmony among all these people and provide proper guidance to the student–teachers in shaping them as future teachers with more confidence and commitment. The 20 week period is very important in the sense that they learn many things practically and nullify the gap between theory and practice.

If all the concerned systematically transact on this Curriculum for 2 Year B.Ed Programme with a vision, we are sure to improve the quality of our school education in the years to come by having a well trained, effective and committed teachers in our schools.

## V. CONTINUOUS AND COMPREHENSIVE EVALUATION

### Part A: Credits, Marks and Internal Assessment

The Two-Year B.Ed. Programme is aimed at bringing total change in student teachers – their attitude towards teaching profession, children, school, community and society as a whole, their personality, behavior, communication skills, innovation and other life skills. Hence, it is proposed to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

There are 17 courses mentioned earlier, out of which 5 courses are with 4 credits and the remaining 12 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 20 marks for internal assessment and 80 marks are earmarked for semester-end examinations conducted by the university and the courses with 2 credits carry 50 marks each, 10 marks for internal assessment and 40 marks for semester-end examinations. Thus the total credits for theory examinations in all the four semesters put together is 44 and 1100 marks.

Under the practicum – activities, group and individual projects, reports and records, etc. carry 17 credits (1 credit in each course). The total marks for about 80-85 activities relating to 17 courses offered in B.Ed. programme carry 425 marks –in Semester-I 100 marks, in Semester-II 125 marks, in Semester-III 100 marks and in Semester-IV 100 marks. Thus, the practical component in Semester-I carries 4 credits and 100 marks.

During Semester-II each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, which will be assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers will be provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

During Semester-III, the student teachers will be attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6<sup>th</sup> and 7<sup>th</sup> Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practical component in Semester-III with 14 credits covers 350 marks.

In Semester-IV, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by the concerned methodology teacher educator and the senior subject teacher in the school independently for 25 marks each. These two lists will be submitted to the Principal of the College, who will consolidate practical examination marks for all the students in the college. Thus, the total practical component in Semester-IV with 16 credits carries 400 marks.



On the whole, the practical component in the Two-Year B.Ed. Programme carries 44 credits and 1100 marks. The marks awarded under internal assessment and practical component in every semester are subject to moderation. The University shall take necessary steps to constitute the Moderation Board/s formulating appropriate guidelines to carry on moderation.

### **Part B: Grades, Credits, SGPA and CGPA**

After receiving the marks of the student teachers from the Principals of Colleges of Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 32 marks (out of 80) in courses which carry 100 marks and 16 marks (out of 40) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 80 marks and Two Short Answer Questions from Each Unit in case of courses which carry 40 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

**MODEL QUESTION PAPER**

Course- : \_\_\_\_\_

Time: 3 Hours

Marks:

80

**PART – A (10 X 5 = 50 Marks)**

**Note:** Answer TEN Questions following internal choice. Each question carries Five marks. The candidate

is expected to answer each question in about one and half page or 30 lines.

1. (a)  
or  
(b)
2. (a)  
or  
(b)
3. (a)  
or  
(b)
4. (a)  
or  
(b)
5. (a)  
or  
(b)
6. (a)  
or  
(b)
7. (a)  
or  
(b)
8. (a)  
or  
(b)
9. (a)  
or  
(b)
10. (a)  
or  
(b)

**PART – B (2 X 15 = 30 Marks)**

**Note:** Answer TWO Questions following Internal Choice. Each Question carries 15 Marks. The Candidate is expected to answer each question in about four pages or 80 lines.

11. (a)  
or  
(b)
12. (a)  
or  
(b)

**MODEL QUESTION PAPER**

Course- : \_\_\_\_\_

Time: 1 1/2 Hours

Marks: 40

**PART – A (5 X 5 = 25 Marks)**

**Note:** Answer FIVE Questions following internal choice. Each question carries Five marks. The candidate

is expected to answer each question in about one and half page or 30 lines

1. (a)  
or  
(b)
2. (a)  
or  
(b)
3. (a)  
or  
(b)
4. (a)  
or  
(b)
5. (a)  
or  
(b)

**PART – B (1 X 15 = 15 Marks)**

**Note:** Answer the following Question which carries 15 Marks. The Candidate is expected to answer the question in about four pages or 80 lines

6. (a)  
or  
(b)

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

Range of Total Marks Obtained	Grade Points	Category
> 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
< 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

As the credits are already fixed by the expert committee for all the theory courses and all aspects under practicum as mentioned under Scheme and Structure of the Two Year B.Ed. Programme, it will be very easy now to prepare the SGPA memos for the student teachers as illustrated below.

### Consolidated Marks / Grade Points Table

Course	Title	Course Credit (C)	Theory (Sem-End Exams) 80/40	Theory/ Practicum (Internal) 20/10	Total Marks 100/50	Grade Point	Grade Obtained (G)	Points Obtained G×C
1	2	3	4	5	6	7	8	9
I	Philosophical Foundations of Education	4	48	16	64	7	C	28
II	Perspectives in Child Development	4	41	17	58	6	D	24
III	ICT for enriching Teaching and Learning	4	35	15	50	6	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	22	8	30	7	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	19	7	26	6	D	12
	Practicum (Activities/ Projects/ Records)	4			78	8	B	32
<b>Total</b>								<b>134</b>

$$\text{Semester Grade Point Average (SGPA)} = 134/20 = 6.7$$

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below.

### Semester Grade Point Average Memo for Semester-I

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained
I	Philosophical Foundations of Education	4	C	28
II	Perspectives in Child Development	4	D	24
III	ICT for enriching Teaching and Learning	4	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	D	12
S1-P	Practicum (Activities/ Projects/ Records)	4	B	32
<b>Semester Grade Point Average</b>				<b>6.7</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
--

Similarly for other semesters the Semester Grade Point Average Memos are prepared as shown below.

### Semester Grade Point Average Memo for Semester-II

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
VI	Sociological Foundations of Education	4	B	32	
VII	Learning and Teaching	4	C	28	
VIII	Classroom Management, Leadership and Action Research	2	D	12	
IX	Art Education	2	C	14	
S2-P	Practicum (Activities/ Projects/ Records)	5	B	40	
	1. Micro Teaching	Pg1	1	C	7
		Pg2	1	B	8
	2. Observation Record	Pg1	1	B	8
		Pg2	1	B	8
3. School Record	1	A	9		
<b>Semester Grade Point Average</b>				<b>7.5</b>	
<b>Cumulative Grade Point Average</b>				<b>6.8</b>	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
--

### Semester Grade Point Average Memo for Semester-III

Name

Reg No.

Course	Title		Credits	Grade Obtained	Points Obtained
X	Pedagogy Mathematics/ Social Sciences/ Biological Sciences (Pg1)		2	C	14
XI	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)		2	D	12
XII	Learning Assessment		2	A	18
XIII	Understanding the Self		2	E	10
S3-P	Practicum (Activities/ Projects/ Records)		4	B	32
	1. Teaching Practice	Pg1	4	B	32
		Pg2	4	B	32
	2. Observation / Criticism Record	Pg1	1	C	7
		Pg2	1	B	8
<b>Semester Grade Point Average</b>					<b>7.5</b>
<b>Cumulative Grade Point Average</b>					<b>7.3</b>

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
--



### Semester Grade Point Average Memo for Semester-IV

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
XIV	Contemporary India and Education	2	C	14	
XV	Gender, School and Society	2	A	18	
XVI	Inclusive Education	2	B	16	
XVII	Environmental Education	2	A	18	
S4-P	Practicum (Activities/ Projects/ Records)	4	C	28	
	1. Teaching Practice	Pg1	4	C	28
		Pg2	4	B	32
	2. Practical Examination	Pg1	2	B	16
		Pg2	2	A	18
<b>Semester Grade Point Average</b>				<b>7.8</b>	
<b>Cumulative Grade Point Average</b>				<b>7.4</b>	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
--

## VI. RULES AND REGULATIONS

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

1. The Bachelor of Education (B.Ed) is a professional course that prepares teachers for Secondary Schools.
2. **Duration:** The B.Ed programme shall be of a duration of two academic years (four semesters) which can be completed in a maximum of three years from the date of admission to the programme.

### 2.1 Working Days:

- a. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions.
- b. The institution shall work for a minimum of 36 hours in a week (six working days), during which physical presence in the institution of all the faculty is necessary for instruction, advice, guidance, dialogue and consultation as and when required.
- c. The minimum attendance of student-teachers shall have to be 80% for theory and 90% for practicum and school internship.

### 3. Admission Procedure:

A candidate for admission into two year B.Ed. programme has to qualify at the B.Ed. Common Entrance Test (Ed.CET) conducted by APSCHE, Government of Andhra Pradesh for the respective academic year. The candidates will be admitted strictly in accordance with the rank secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats to different categories.

### 4. Working Hours / Instructional Hours

- a. The working hours of the institution / college shall be
  - i. Forenoon Session: 10.00 a.m. to 1.00 pm or 9.00 am. to 1.00 pm.
  - ii. Afternoon Session: 2.00 p.m. to 5.00. pm or 2.00 pm. to 4.00 pm.
- b. The College of Education should not run B.Ed. Programme on shift system basis and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to dis-affiliation by the respective University and withdrawal of recognition by the State Government and NCTE

### 5. Selection of Methods of Teaching

- a. Every candidate is expected to select two methods of teaching under B.Ed. programme.
- b. Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification) and also in the subject in which the candidate appeared at the entrance test. If Method-I is English, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate/+2
- c. Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the institute/ college where the candidate is admitted. In case of BCA, BBM, B.Tech candidates, the selection of methodology subject shall be based on their Intermediate study as per EdCET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language

Note:

- i. No candidate is allowed to select two language methods
- ii. Candidate may select one Language and one Non-language methodology or two Non-language methodologies.

### 6. General Rules for Examination

- a. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as notified by the concerned university.
- b. A candidate who fails to present himself for the examination due to any reason whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.
- c. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.

- d. A candidate after he / she has been declared successful in an examination shall be awarded a degree stating the year of the examination, the subjects in which he / she was examined and the division / grade in which he / she was placed.
- e. No candidate shall be allowed to put in attendance for or appear at two examinations at the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses offered by the University.
- f. However, the candidate has to complete the course within four years. Otherwise he/she has to seek fresh admission notwithstanding the fact that new subjects might have been introduced.
- g. Whenever a course or a scheme of examination in a University changes, one more examination in the following year shall be conducted according to the old syllabus/ regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus/ regulations.
- h. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
- i. The programme of instruction, examination and vacation shall be notified by the respective affiliating University.
- j. The medium of instruction shall be English.
- k. University examinations shall be held as prescribed in the scheme of the examination.
- l. The course of study shall consist of class Lectures, Tutorials, Seminars, Teaching Practice, Project work, Record work, School Internship, etc.
- m. The University examination in the theory courses will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching studied by the candidate.
- n. Principal of the College of education should depute their teachers for examination work as and when required by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

## **7. Rules of Attendance**

- a. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
- b. The Minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum and School Internship. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the college notice board on 5<sup>th</sup> of every month and the same may be sent every month to the Head, Department of Education/ Dean, Faculty of Education.
- c. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fail to report to the college immediately.
- d. If any candidate likes to seek readmission in the subsequent academic year he/she should put in minimum of 40% attendance. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
- e. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the college or any other government or quasi government agency.
- f. Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.

## **8. Improvement of Division / Grade**

A candidate is permitted to appear for improvement only once i.e. in the immediate following examination. The candidate who is desirous to improve the class/ grade should appear at all the theory courses. No provision for improvement in practicals.

## 9. Appearance and Reappearance for the Examination

- a. Candidates who have put in the required attendance both in Theory and Practicals and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed course. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
- b. The Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
- c. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
- d. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
- e. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

## **10. Teaching Faculty as Mentors**

It is envisaged to continue the practice of ‘the concept of mentorship’ in the Colleges of Education. Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.

The Principal of the college of education is expected to submit the list of mentors and the students allotted to each mentor to the Head, Department of Education of the concerned University.

## **11. Guidelines for school Head Masters / Head Mistresses**

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

- a. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school.
- b. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
- c. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
- d. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
- e. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.

- f. Sign on the records / project reports carried out by the student teachers during their stay in the school.

## **12. Transitory Provisions**

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted with the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

## **13. Moderation Board**

- a. Projects, activities and records are part of the B.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the moderation board duly constituted by the University at the end of each semester.
- b. Moderation board will examine a minimum of 20% of the total practical records / work randomly selected.
- c. The Moderation board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in all the colleges. They will also check any significant difference in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them.
- d. The Moderation board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
- e. The Principals of Colleges of Education should submit all the practical records of their college to the Chairman, BOS in Education for moderation.
- f. Moderation board shall forward these recommendations to the concerned Principals to effect the changes and request them to submit three copies of the same to the Chairman, BOS in Education for B.Ed. The Chairman, Board of Studies for B.Ed. shall forward the duly revised award lists to the Controller of Examinations of the concerned University.
- g. Recommendations of the Moderation Board are final and are not subject to review or revision.